

OCCUPATIONAL ASPIRATION TOWARDS RESOURCE EFFICIENT AND ENVIRONMENT FRIENDLY JOBS

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ABSTRACT

India where almost 17% of world's population reside with very little natural resources as compared to demography of other nations. It is important that enough occupations should be carved out and professionals must handle the issues of environment protections, resource conservation as well as resource efficiency. However, there is a mismatch in school level education procedures, curriculums and children awareness towards the actions are needed to reduce human footprint on ecology and biodiversity and planet at large. The present paper is a part of study done in three schools of New Delhi, India's capital. Students occupational aspirations on environment issues are very less as compared to other occupations national such as Media and positions have power, authority and fascination.

INTRODUCTION

Automation and mechanization are seen to generate more and newer jobs for the young skilled people and with better payment. Innovation in various fields also lead to increase better use of resources and also resource efficiency will not allow the damage of resource substitute. The economy of our country is growing rapidly. India is also a land with the largest number of young people towards the search of jobs. These factors may lead to the "demographic dividend" "this area will make our country to climb the ladder of success in the area of the economy. In order to make it a profitable, dividend we need to bring about changes in the social policies and economic policies. Economists, government and business entrepreneurs are aware of the self-evident changes, many of them introduced and evolving steadily since the grand liberalization of 1991. While several of these are important and necessary, however, it is less well-understood that they are not at all sufficient. Others are emerging, listed under the more recent concerns with raising the "ease of doing business".

The benefits of national economic growth must reach to the citizens, especially to younger generations as they are the future citizens of India. The main aim of national development is to improve the social welfare of the people by providing basic amenities like potable water, education, medical facilities, thereby

well being of the people, which are our constitutional goals. The GDP growth rate indicates the economic health of a country and is a simply one of the means to that end, no more important than equity and social fairness, education and participation, nutrition and healthcare, and opportunities for fulfilment and a healthy environment. Measures to facilitate business activity must, therefore, be complemented by measures that unequivocally raise the quality of life of the poorest half of the economic pyramid and improve the long term productivity of our natural resource base. (Khosla, 2018)

India is blessed with many natural resources, it is the seventh largest country with 3.29 million sq. km of land mass and the second most populous country in the world. With some 17% of the world's people, but just 2.3% of the world's land resources and 2% of its forests, the pressure on resources is and will continue to be intense/extreme. We don't have equitable access to renewable resources, on the other hand, we have less stock of finite, nonrenewable resources that keep decreasing with their over and rapid consumptions. India's economic reforms and the rise in per capita income and consumption levels, is creating a sizeable urban middle class. It is estimated that by 2025, the urban consumer market will increase by more than 50 per cent.

A strong economic argument for resource-efficiency is the significant prospect of improved competitiveness and job creation. Further, a responsible and efficient use of resources will contribute to higher social welfare by making available more for less; to human health through improved access to clean water and food and to the quality of life through improved waste management. Environmental benefits, resource-efficiency can make significant contributions towards achieving climate change targets for reducing greenhouse gas emissions, without necessarily having adverse effects on the economy. Lowering ecological degradation and other risks lead to opportunities for landscape restoration and regeneration of degraded areas. Besides the positive economic, social and environmental advantages, the benefits of resource efficiency could be technical, monetary, aesthetic, cultural, etc.

The concerns of environment and resource efficiency must be reflected in the curriculum of the educational institutes. Earth Day was born in 1970. Those who taught about the environment called for a new type of curriculum that included an examination of the values and attitudes people used to make decisions regarding the environment (Einstein, 1995). The effectiveness of the curriculum depends on the teachers who develop it by the process of teacher trainers' empowerment in curriculum designing. Often the understanding of teachers of environment, education varies from place to place and urban and rural settings. Pradhan (1995), found significant variations in the environmental awareness of urban and rural teacher trainees, the master's degree holders and the bachelor's degree holders and the subject background of the trainees.

While testing the occupational aspirations of three schools of Delhi, an MCD government school, a CBSC private school and an ICSC affiliated school, hundred students from each type of school through open and closed ended questions had interviewed - it was found that students from all the education institutions were aware about the environment issues- they were more focused on-air pollution as Delhi's environment problem, however, they were

not have enough ideas – what kind of education to achieve to address the problems, few ICSC students have viewed that they may achieve through innovations in technology and science applications but it was interestingly to know that they didn't know the overall growth of this sector's occupations and jobs. Whereas students of MCD schools were unaware of many issues, while asking them renewable and nonrenewable energy and power generation occupations, a handful of students have ideas of it.

It has been perceived that after national curriculum framework (2005), a significant proportion have been given to environmental science through EVS, but more focus is on physical and natural environment, a tiny connect with the social environment as family, school, neighborhood, and community and their relationship with ecological footprint, they are the domains of a child's life and through them a child would inspire for getting jobs and occupations in them.

Conclusion:

Observing that a feeble understanding of students to pursue course which may help them in their occupation related with environment and resource efficiency, the researcher perceived that enough work is required in school education system to for flagship of planet protection through occupations. It is important that stress should be an interesting and meaningful treatment of selected themes rather than superficial and information laden treatment of a multitudes of topics. The curriculum and teaching learning process should lead to internalization and help in attitude formation. The curriculum for environmental literacy in middle school level must include local natural habitats/resources such as lakes, ponds, forests, wildlife and all biotic and non-biotic resources and environmental issues – climate change and more emphasis on its mitigation plan with emergency need to address. Also, service learning in order to understand local environmental problems and involve in local environmental protection programs must be a part of environmental literacy in school education.

The understanding of resource efficiency must start from the beginning of education and at all levels of society. Botanical Diversity, Ecological footprint, environment protections must be included as a part of middle and elementary education which further reflect upon higher secondary level education across all courses. Their curriculum must include the fundamentals of natural resources with relevance to their local context and should be presented in such a way that children enjoy learning about it. Without understanding the importance of resources and protection, it is hard to understand occupational importance in securing them.

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